



STUDENT REWARDS, BEHAVIOUR AND SUPPORT POLICY AND PROCEDURE

School Staff were consulted on this document and it was accepted by the Trust	December 2016
Review Cycle	3 Years

CHANGES – December 2016

		NONE
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This is a model policy/procedure which reflects legislation, any relevant statutory and non-statutory guidance and best practice. The responsibility for setting policy and procedure resides with the Governing Body/Trust and as such the relevant body must be satisfied that the content of the policy/procedure suits their requirements and must consult their staff/local trade union representatives prior to its formal adoption. In the this context, Education HR does not negotiate and agree its model policies with the Trade Unions/Professional Associations, although they are consulted and their feedback is considered in the development of the documents.

A model for Schools, Academies & Colleges

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THE TRUST SCHOOLS' STUDENT REWARDS, BEHAVIOUR AND SUPPORT POLICY AND PROCEDURE

A statement of the purpose

The purpose of this policy is to set out to ensure that all staff share clear expectations and communicate them to students so that outstanding behaviour enables students to learn in the most effective manner, through the consistent delivery of this policy.

A citation to the legal authority and/or standards

It is our policy to accept the conditions detailed in:

- Alan Steer; "Learning behaviour report" (2005) and his final report of 15/4/09.
- Current OFSTED framework.
- The Independent Schools Standards Regulations 2010 for Academies and Free Schools.
- Exclusion from maintained schools, Academies and student referral units in England: A guide for those with legal responsibilities in relation to exclusion 2012.

Rationale

'Positive/Good' Behaviour is at the core of a successful educational establishment and this policy attempts to reflect this. It sets out to enable:

- Students to work in a happier environment and to increase their well being, by providing the opportunities for them to achieve their full potential
- Staff to work in a happier environment and to increase their well being, including staff work load, enabling them to focus on their core tasks.
- In both cases this should encourage greater 'work' satisfaction and motivation.

Guiding Principles

- Encourage well behaved and motivated students to maintain this throughout their academic career and their lives beyond school so that they become well rounded citizens and make a positive contribution to their local community.
- Modify the behaviour of those who do not conform to the requirements of the school regarding such matters as work, uniform, rules and attitude to staff.

Expected Outcome

Outstanding behaviour will enable all students to learn in the most effective manner.

Procedures

The procedural details for carrying out this policy are given in the separate document:

"The Trust Schools' student rewards, behaviour and support procedures."

The Trust Schools'
Student Rewards, Behaviour and Support Policy and Procedure

THE ISSUES SURROUNDING BEHAVIOUR/DISCIPLINE

The school needs to have a series of values that are commonly shared that enables staff to use their discretion reflecting their skills, personality and qualities, but within a framework of consistency regarding Rewards, Sanctions and Support. These values are underpinned by 'Discipline with Dignity' and are as follows:

GUIDING PRINCIPLES OF DISCIPLINE WITH DIGNITY

Value 1.

There is no quick fix to establishing outstanding behaviour. Effective discipline is about teaching children about taking responsibility. It is not about teaching compliance. The school needs to maintain and build upon its good level of discipline. (Example – establishing good classroom management/behaviour takes time to develop with new classes. It is as important as giving the inspirational first lesson. All totally inspirational lessons cannot be maintained; likewise a major focus on establishing good behaviour lesson upon lesson should not be attempted, although the core behavioural expectations must of course be applied consistently every lesson. Use common sense!)

Value 2.

Use the Assertive Discipline approach, but stop doing things that are ineffective. (Example - seating plans are an essential part of classroom management at the school, but there are different arrangements of desks and who sits with who in different lessons according to the type of activity taking place. Discuss these arrangements in your department and with your Pastoral Manager. Use common sense!).

Value 3.

Do not treat every student the same. (Example: you could be teaching students you have known for four years in year 11 and have a range of new classes in the rest of the school. Establishing the classroom management framework with the year 11 class should not take the same time or effort IF you have dealt with them effectively before.) Be fair and consistent, but take in to account individual student's track record. (Example: Student A has never forgotten his homework before; Student B frequently forgets his homework. Student A gets a one day extension, student B get an after school detention).

Value 4.

Rules must make sense. However that is NOT for individual staff to decide upon. We start with the rules we have and these must be enforced by all staff. It is, however, important that each term Pastoral and Faculty Teams raise any rule that is causing concern, so that the rule can be reviewed by the Senior Leadership Team/Governing Body with a view to amending the rule.

Value 5.

Model what you expect. Teachers are role models; they should live by the code that we expect of the students, such as dress code (within confines of our teaching role). We expect homework in on time having given them, for example - four days to complete the work. Allowing for circumstances we should turn around the marking with the four days. Clearly long term coursework is a different issue! Speak to students as we would like to be spoken to.

Value 6.

We should give the opportunity for students to take responsibility. This is more important than just obedience. Making the right choices: staff in school make many decisions each day and it is not possible for us to get them 100% right every time. Accept that we can be wrong. Similarly students sometimes make bad decisions. Give them the opportunity to put it right.

Value 7.

Confront misbehaviour with dignity and authority. Assume you will have your reasonable instruction obeyed. If the instruction is given clearly and politely it is more likely to be followed by the student. Think how you would like to be treated. It is however difficult to be dignified with students when you are having your authority challenged or you are being verbally abused. In these circumstances refer back to Vales 1-6, seek help from colleagues and ensure that the appropriate sanctions are imposed.

Value 8.

Be persistent when setting sanctions. Make sure that your sanctions are followed up and actioned.

Value 9.

Be willing to discuss issues surrounding misbehaviour with colleagues.

Value 10.

Try to get the decisions about student discipline and behaviour correct.

THE TRIANGLE OF STAFF, PARENTS AND STUDENTS

There is a role for the three key parties in a school to play in any Behavioural Policy: the Staff, Parents/Carers and Students.

The school believe that understanding how to behave has to be taught by parents and is reinforced or amended by staff. Through our work in the school and classroom we adopt procedures and practices that help students learn how to behave appropriately. Through the information that we hold on our students we plan lessons to meet those needs and to ensure that progress is made.

The role of Parents/Carers

To ensure that parents/carers do all they can to maximise the potential of their children they are specifically asked to help by encouraging the child to be kind to other people, treating others with respect, and being aware of the effect her/his behaviour can have on others. Parents should make time to listen to the child and be positive about her/his achievements, however small, and provide a quiet area for doing homework and encourage effective use of leisure time. We do need parents to inform the school of any changes in home circumstances that could affect the child's welfare and ability to work, as well as ensuring the child attends school regularly, arriving on time, properly dressed and equipped for the school day. It is essential that parents support the school rules and disciplinary procedures.

Experience shows that parents/carers are generally our best supporters in all matters. Regular and effective communication with home is the very best way of ensuring high standards and continued progress.

The Role of Staff

In their school lives we realise that children are impacted upon a great deal by staff working in the classroom and around the school. There is a role for all staff working at the school to help with behaviour issues. Clearly those who have most contact with students, including the skilled delivery of a teacher, teaching assistant and for example other support staff such as Year Administrators or School Nurse: enthusing, encouraging and praising effort can make a huge difference in the life of a student and their engagement and achievement. It is to be remembered that the role of a teacher is multi faceted, but TWO interlinking roles are the most crucial – pastoral (Form Tutor) and faculty (Classroom Teacher).

The Role of Students

The School expects that students will:

- Show independence in and develop control over his/her own behaviour and learning.
- Display maturity in all relationships, marked by mutual respect.
- Enjoy confidence in oneself as a learner.
- Act as an active partner in the design, implementation and evaluation of their education.
- Take responsibility for his/her own behaviour and learning.
- Be engaged with learning and the life of the school.

Students can expect to be informed of positive effort through verbal praise, the homework diary and our range of certificates and rewards. Tutors will be able to celebrate success by using data produced on a regular basis. Similarly, poor behaviour will be shared with parents/carers who are our best supporters in helping to correct such matters.

REWARDS

Positive Student Behaviour and the House Point System.

The vast majority of students behave exceptionally at the school every single lesson of every single day. Our rewards system allows students, teachers and their parents/carers to see how well they are progressing in subjects and where they are producing sustained good work, effort and progress. It also rewards attendance.

The School recognise that a key part of developing the potential of our young people is giving encouragement and praise. Praise is a key component of discipline with dignity, good teaching and good staff/student relationships. Staff are encouraged to actively look for opportunities to praise students both within and beyond lessons. The school encourages our students to strive for excellence which we take to mean being the best that they can be, regardless of ability. Our system of rewards allows us to celebrate achievement, excellence and student contribution in all aspects of school life.

There is recognition that as students mature they need to be rewarded in different ways hence in Years 7 – 9 the basic reward is the House Point and in Years 10 – 11 and 12 – 13 honours certificates to be awarded at termly honours assemblies.

The school's systems are as follows.

House Points and Honours Certificates can be awarded for all of the following:

- An excellent piece of work (relative to the individual)
- Excellent effort
- Good progress (relative to the individual)
- Improvement
- Attendance: 100% attendance to be rewarded by an honours certificate
- Consistently good organisational skills
- A positive contribution to the lesson
- Courtesy
- Consideration of others
- Students who have achieved their lesson or achievement targets e.g. on report.

The school can use displays and notice boards to celebrate each year group, tutor group and curriculum team to publicise achievement in all spheres of school life.

House Point Procedure

Years 7-9

The school will take opportunities throughout the year to celebrate the progress of students and will ensure that all parents/carers are kept informed of their child's rewards through the student diary. We welcome feedback from students, parents/carers, teachers and governors in order to improve our system. Certificates will be awarded to keep parents/carers further informed of progress.

Tutors will regularly monitor the number of house points and draw attention to the data provided.

Sub-totals will be sent to the Year Team Leader each half-term to facilitate inter-form and house competition

How else can we reward Students?

The following are means of rewarding students available to staff at the school:

- Assembly – praise from peers and teachers
- Attendance certificate – prize at end of term
- Being sent to HOY/DOKS/DHOF/HOF for 'well done' or to show work
- Chart to display house points on the wall in tutor base
- Comment in diaries
- Pastoral Team Students of the term
- Curriculum/Year Team letters of commendation
- House Points/Commendations issued by Teachers in Class – the main reward
- Display work on the wall
- Faculty praise postcard
- KS4/KS5 achievements high profile and shared with all
- Marking – stamps, 'smileys', written comments
- Notable mentions Assembly/Ammonite/display
- Peer nomination
- Phone calls home
- Photo honours boards on display in halls

- Verbal praise
- Jack Petchey Awards
- Honours Certificates
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This list can and will be developed as new ideas evolve within teams.

SANCTIONS

The deputy headteacher (student well-being) is overall in charge of sanctions at the school (with the exception of exclusions which only the headteacher can sanction).

Student behaviour, discipline and management in the classroom and 'outside of the classroom'

Within the teaching classroom (Periods 1-5), and this is taken to include the period of time immediately before lessons, in lessons and the time during dismissal then it is the responsibility of the Class Teacher and the Faculty to manage behaviour and maintaining discipline, including the follow up and imposition of appropriate Rewards and Sanctions.

Within the Form Period/Assembly and this is taken to include the period of time when students are lining up to enter a tutor room/assembly hall, in the Form period/assembly and the time during dismissal then it is the responsibility of the Form Tutor and the Pastoral team to manage behaviour and maintaining discipline, including the follow up and imposition of appropriate Rewards and Sanctions. Before school, at break time, lunchtime and after school it is the responsibility of those who are on duty and the duty team leader to follow up and impose appropriate rewards and sanctions.

The school has always insisted on the highest standards of behaviour and discipline and our parents have high expectations of the school in these matters. It is essential that staff and students continue to work together to ensure that a learning and social environment are maintained where concern for others, positive behaviour, responsibility and respect are valued and achieved.

Reminder of the Causes of Behaviour Issues with Students

1. Incorrect Uniform and Appearance
2. Incorrect Equipment for Learning
3. Misuse of items brought in to school
4. Issues surrounding Homework Diaries
5. Class work
6. Homework
7. Rudeness to staff
8. Failure to follow Staff Instructions
9. Disruption to lessons
10. Verbal or Physical threats to others
11. Misuse of ICT (including cyber bullying)

General Classroom Procedures

- Use the school's values of 'Discipline with Dignity' to provide clear and consistent expectations of behaviour.
- If students are late get them to sign the late register with their Year Administrator.
- Check attendance by completing the class register near the beginning of a lesson. This should be completed using SIMS or if this fails then send or give written details to staff in the appropriate year administrator's office.

- Ensure that students enter and leave the classroom with correct uniform and appearance.
- Check that students are properly equipped for learning.
- Ensure that students enter and leave the classroom in an orderly manner.
- Check that class work has been completed to a good standard relative to the ability of the student. Ensure that written work is neat and accurate and that each piece of work is dated with headings underlined.
- Monitor homework, which should be set in accordance the school's Homework Timetables to develop students' organisational skills and self discipline; and in accordance with the Homework Timetables. Mark and return work promptly and regularly, recording on the work the date on which it was marked.
- Offer the opportunity for individual guidance and counselling to students to develop, monitor and review behaviour and achievement.

Other sound advice

Establish a rapport with your students by:

- Ensuring students know the classroom rules;
- Allowing students to assume responsibilities and act maturely and involve them actively in lessons following the principles of Discipline with Dignity;
- Ensuring that the relationship between teacher and student is friendly yet respectful. Over familiarity may lead to a loss of respect and control;
- Rewarding students for good work, positive behaviour and any other appropriate positive reason;
- Listening to reasons before making judgements;
- Being fair and consistent when dealing with students but don't treat all students the same;
- Taking corrective action where necessary – refocus/redirect then apply a consequence if needed and record;
- Being courteous and polite to students, refer to them by their forenames and expect students to address staff and visitors in a respectful manner (Sir, Mr, Miss, Mrs, Ms) and open doors for them. The vast majority of our students respond positively to 'please' and 'thank you' and will respond in an equally courteous manner;
- Speaking assertively to students. It is rarely necessary to shout, indeed this is discouraged under the principles of Discipline with Dignity and a teacher should never lose her/his temper or use abusive or sarcastic language. It is essential to remain in control of the situation. Do not appear to get too angry too soon;
- Ensuring that students show respect for the buildings, furniture, etc;
- Dealing with individuals rather than groups or entire classes. Never detain a whole class for the behaviour of a few students;
- Only restrain a student if it is essential to prevent injury to yourself or a third party. See guidelines on the Restraint of Students.

TYPES OF SANCTIONS

Behavioural issues during lessons should be dealt with according to the Discipline with Dignity programme. The following sanctions may be applied:

- Verbal reprimands/counsel.
- Break time, lunchtime and after school detentions. Remember we reserve the right to detain a student after school, but you should follow the procedures and be flexible if a parent requests an alternative detention time.
- Repeating work or additional work.
- Contact with parents – phone calls, letters and email. There is some concern about email and the quality of response by staff so please be cautious regarding content and use professional language.

- Report Card (Faculty/Pastoral).
- External Exclusion (Fixed Term) - this can only be sanctioned by the headteacher (or in his absence a deputy headteacher) and will usually be applied for the following misdemeanours:
 - i) Failure to follow a reasonable instruction from any member of staff
 - ii) Walking away from a member of staff
 - iii) Swearing directly or indirectly at a member of staff
 - iv) Fighting
 - v) Theft
 - vi) Smoking on or near the school site
 - vii) Bringing in inappropriate materials such as fireworks, alcohol, drugs, stolen items, cigarettes or pornography
 - viii) Any article that has been or is likely to be used to commit a breach of the school rules, cause personal injury or damage to property
 - ix) Serious examples of bullying
 - x) Persistent breaking of minor school rules
 - xi) Any other misdemeanour as deemed appropriate by the headteacher
- External Exclusion (Permanent) will only be used as a last resort and will be in accordance with the latest guidance from the DFE on exclusions. Currently *Exclusion from maintained schools, Academies and student referral units in England: A guide for those with legal responsibilities in relation to exclusion, 2012.*

NOTES REGARDING SANCTIONS

Detention Letters

Parents must be given reasonable notification in advance if an after school detention is to be given. A detention slip should be completed and the top copy should be sent, via the student, to the parent, returned to the teacher and retained for departmental/personal records. An after school detention may be given for up to one hour. The second copy should be sent to the Form Tutor for information and then passed to the Head of Year or Year Administrator for filing.

The school reserves the right to detain students after school for up to 5 minutes, without prior notice, so that teachers may give additional assistance or guidance or reprimand for misdemeanours. Staff should be aware that a number of students make their way home on contract buses.

Pastoral staff will monitor the number of detentions any student has received and take appropriate action.

On Report

Pastoral Report Forms are issued by Form Tutors/Heads of Year/Directors of Key Stage when it becomes evident that a student is causing or experiencing difficulties in a number of areas. Some departments run a similar, subject-based system. The SENCO may also place students on Report.

Faculty Report Forms are issued by Subject Teachers/Faculty Managers/Head of Faculty. These will vary from Faculty to Faculty. The Report Form should be given by the student to the teacher at the BEGINNING of each lesson. At the END of the lesson the teacher should complete the form and return it to the student. At a point during the school day the student reports to the Head of Year/Director of Key Stage to review the day's achievements and behaviour. The Report Form is signed each evening by the parent.

It is the responsibility of the member of staff issuing the Report Card to monitor the student's progress and follow up any further actions required. This could lead to request for an Interim Report.

Interim Report

Form Tutors/Heads of Year/Head of School or the SENCO may, on occasion, require information from teachers about a student. In such cases Interim Report Forms (or Round Robin forms) will be distributed and teachers asked to comment under various headings. These Report Forms are then collected and collated by Form Tutors/Heads of Year/Directors of Key Stage and form the basis for further action.

SUPPORT STRATEGIES

Students who breach the 'Behaviour Code' receive a sanction, because sanctions can modify and improve the behaviour of students. However in some cases support strategies may be needed to reduce the chances of repeat offences, to modify future behaviour and to help the student overcome short term or long 'personal' difficulties. Often the sanctions is sufficient to achieve these aims, especially if the student is given feedback for 'making things right'. When further support is required it is vital that a record of these support strategies is made. This could be provided by staff in school, parents/relatives or in more severe cases we may need help from a range of outside agencies. Whilst every effort is made to support all of our students it is important to note that students with special educational needs are not exempt from sanctions within this policy.

Types of Support Strategies in School:

- Verbal 'counselling', talking to the student about the reason for the problem. Then providing simple, low level advice and help to overcome the issue.
- 'Detention' time to help complete work.
- Discussions with parents/student/teacher regarding coping strategies (see Parents Role).
- 'In-house Counselling' via a member of the Pastoral Team (Form Tutor, HOY or DOKS), the SENCO or SEAL Coordinator
- SLT mentoring

Support from 'Outside Agencies'

- Education Welfare Service (Attendance/Punctuality)
- Social Services, including Child Protection (a notice of who is the named person and deputy will be displayed in the main reception)
- GPs
- School Careers Advisor
- Student Support at the LEA – Positive Referrals
- SENCAN (Special Education Needs) – usually via SENCO
- Education Psychologist
- Police
- CFCS (Child and Family Consultation Service and other mental health agencies)
- Extended Services
- Behaviour and Attendance Partnership (BAP)